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ABSTRACT

GRADES OR AGES: 9-12. SUBJECT MATTER: Home economics, foods and related areas. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five main sections: 1) basic meals for families; 2) foods and nutrition for families; 3) foods for families and guests; 4) food and family management; and 5) recipes. Each section contains a topical outline chart, objectives, learning experiences, generalizations, and teaching materials. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are listed at the beginning of each section and repeated at appropriate points in the text. Learning experiences are listed in the topical outlines and also in the text. INSTRUCTIONAL MATERIALS: Lists of materials, including texts, and films, are included in each section. A complete list of sources is also provided. STUDENT ASSESSMENT: Continuous evaluation is provided for, including the sampling of dishes prepared from recipes included in the guide. No formal tests are included. (MBM)

H O M E E C O N O M I C S C U R R I C U L U M G U I D E

Tentative Supplement Number Four
Foods and Related Areas

Grades 9-12

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The Home Economics Representative Committee and completed by a special committee that was approved by the Secondary Principals, the Superintendent of Schools, and the Board of School Trustees

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SCHOOL CITY OF GARY
Gary, Indiana
1966

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FOREWORD

This guide is an accumlative effort of many home economics teachers who spent much time in evaluating, testing, and preparing the materials that are on the pages to follow. Changing family meal patterns, as well as changes in family living, have necessitated an adjustment in the teaching of foods in the high school.

The four semesters of foods which are available to the Gary high school pupils are based on the experiences in the seventh and eighth grades. Units on wise use of time, energy, and money; kitchen planning; buying kitchen equipment and appliances; preparing foods for special needs and occasions; and making use of individuality and creativity in family foods are encompassed in this guide. All the content and learnings are adaptable to each school community and the teachers have the responsibility of meeting individual needs.

Dr. Lee R. Gilbert
Superintendent of Schools

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INTRODUCTION

The purpose of the foods curriculum guide is to assist teachers in planning for meeting the needs of the pupils enrolled in the home economics classes. Each level of learning has specific objectives which are accompanied with a variety of suggested experiences, generalizations, and teaching aids (to guide the teacher with her plans.) One of the major purposes of this guide is to present useful and workable situations that will correlate class activities with family life in the home.

Foods I Basic Meals for Families has been developed to provide experiences in simple meal preparation to help pupils prepare complete meals.

Foods II Foods and Nutrition for Families stresses nutrition, meal problems, and continuing a variety of activities in family food preparation.

Foods III Foods for Families and Guests emphasizes depth study, developing skills and application of relationship from learning to learning for family food activities.

Foods IV Foods and Family Management is geared to allow for depth study in buying, preparing, and serving all types of meals. Also, a unit has been included to teach wage-earning in food service.

Teaching Terms and Their Meanings

Concepts are abstractions which are used to organize the world of objects and events into a smaller number of categories.

Concepts are the result of many experiences.

A Concept is the complete meaning that goes with something one knows, thinks, and feels about something.

A Concept is the "big idea." It may be expressed with one word, a phrase, or a sentence.

Generalization is a generic word. A principle is a generalization, but not all generalizations are principles.

A Generalization is a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationship.

Generalizations are based on sound logic and/or research instead of proven fact.

Generalizations contain related concepts.

Uses of Generalizations:

A generalization should be an outcome of teaching.

Pupils discover the generalizations at each level through the well-selected learning experiences provided for them.

A generalization is a teaching tool; and, therefore, is not given to the pupil or verbalized for him. He arrives at it inductively.

He uses it deductively.

Recommended Procedures for Organizing Foods Classes

1. Organize classes into family groups by sociogram, election, or teacher observation.

2. A family should consist of four girls in order that each girl may achieve the desired experience and skills.

3. The class should discuss basic learnings and cooperatively plan for objectives and activities of the unit. Each girl participates in setting up the group, in organizing the plan of work, and in developing work sheets.

4. Use the choice-making technique whenever possible. This method means the teacher develops two plans, projects, or activities, and the families or class make selections. They should be similar if both plans are aimed toward the same objective.

5. Suggested plan of work for the week is:

   Monday - Problems and questions on objectives. Discussion and sharing of ideas. Use filmstrips, etc.

   Tuesday - Teacher demonstrates new learnings and families plan work sheet. Might do some advance preparation if necessary.

   Wednesday - Head cook and assistant cook prepare the two major products. The two helpers set table, do advance preparation for Thursday and evaluate.

   Thursday - Head cook and assistant cook exchange places with two helpers today. The menus for the two days need to be similar.

   Friday - Continuous evaluation is done during the week; however, some pencil and paper device should be used every week or so. It may be desirable to clean up, share home experiences, or procede to new unit.

SAMPLE OF A LESSON GUIDE

Lesson: Low Cost Luncheon
Menu: Braised Liver
Garnished with Broiled Bacon
Minute Rice Green Peas
Plain Muffins Cranberry Salad
Milk

Reference: Pollard, Experiences With Food, Ginn 1961 pps. 209, 396

New Learnings

Pan frying
Cooking equipment
Preparing liver
Other cooking methods (baked, fried, broiled, simmered)
Conserving food value
Temperature effect

Repeat Learnings

Using the broiler
Rice cookery
Using powdered milk
Nutrients
Muffin mixing principles
Purposes of ingredients
Cost comparison
Vegetable cookery

Guide Questions and Understandings

1. Importance of meat in the diet
2. Food value of beef liver
3. Comparison of veal, pork and beef with beef liver in food value and cost
4. How does braising differ from pan frying?
5. Failures you may have in preparing liver.
6. List time-saving pointers.
7. Safety precautions when pan frying
8. Foods used for breading
9. Temperature used for cooking
10. Use of accumulated fat and juice for gravy.
11. Table setting for the meal
12. Concepts for repeat learnings
13. List words (from reading) which are new or important for understanding
14. Discuss low cost menus families have used
15. Discuss errors and successes experienced class members have had

Foods Lessons Need to Include

Food preparation experiences:

1. Teach foods on a meal basis
2. Prepare two or more foods whenever possible
3. Include, as related to the laboratory, a class discussion and decision-making for:
   a. Adapting foods on a meal basis
   b. Nutritionally adequate diets
   c. Management of time and energy
   d. Nutritive value
   e. Principles of preparation
   f. Price comparison
   g. Proper service and social graces
   h. Safety practices
4. New and important words related to subject matter
5. Evaluation based on pupil needs

FOODS I
Basic Meals for Families

Adopted Text: White, Ruth B., You & Your Food, Prentice-Hall, Inc.

Objectives	Weeks to Teach (x means continuous)
GAINING KNOWLEDGE OF COURSE OBJECTIVES	x
UNDERSTANDING WHY FOODS AND NUTRITION ARE TAUGHT IN SCHOOL	x
LEARNING TO APPLY GOOD MANAGEMENT PRACTICES FOR PUPILS AT HOME AND AT SCHOOL	x
DEVELOPING ACCURACY IN MEASURING	x
DEVELOPING GOOD EATING HABITS AND MANNERS	x
UNDERSTANDING OF HOW MILK AND MILK PRODUCTS CAN HELP YOUR HEALTH AND APPEARANCE	1 Week
CREATING AN INTEREST IN SELECTING, PREPARING, AND EATING VEGETABLES IN DAILY LIVING	1 Week
UNDERSTANDING THE IMPORTANCE OF MEAT IN THE DIET	1 Week
GAINING KNOWLEDGE IN THE SELECTION AND PREPARATION OF MEAT	3 Weeks
UNDERSTANDING OF THE IMPORTANCE OF BEING ABLE TO UTILIZE MEAT SUBSTITUTES AND EXTENDERS IN MEALS OF VARYING COSTS	3 Weeks
DEVELOPING SOME SKILL IN PLANNING MENUS AND PREPARING MEALS USING MEATS	3 Weeks
PROMOTING CREATIVITY IN PREPARING SALADS AND DRESSINGS TO PLEASE THE FAMILY MEMBERS	1 Week
UNDERSTANDING OF HOW TO INCORPORATE QUICK BREADS IN MEALS FOR THE FAMILY	1 Week
DEVELOPING SOME SKILL IN SOLVING PASTRY PROBLEMS	2 Weeks
CREATING INTEREST IN EXPERIMENTING WITH THE PREPARATION OF QUICK AND EASY DESSERTS	1 Week

FOODS I
continued

Objectives	Weeks to Teach
LEARNING TO PLAN ENTERTAINMENT FOR VARIOUS OCCASIONS	1-2 Weeks
INTRODUCING RESEARCH THAT WILL GREATLY CHANGE OUR PRESENT-DAY METHODS FOR FOOD PRESERVATION	1/2 Week
HELPING PUPILS TO REALIZE THAT PREPAREDNESS FOR SURVIVAL REQUIRES PLANNING	1/2 Week
CREATING INTEREST IN PLANNING AND CARRYING THROUGH HOLIDAY ACTIVITIES	2-3 Weeks

FOODS I
Home Economics for Boys
Food, Finance, and Fun

The basic Foods I section of the guide is to be utilized. However, the objectives below are to be stressed for the boy's instruction.

DEVELOPING MORE INDEPENDENCE IN SOLVING FOOD PROBLEMS TODAY AND IN THE FUTURE

ACQUIRING A WILLINGNESS AND DEVELOPING SKILLS TO SHARE THE RESPONSIBILITIES OF THE HOME

GAINING A REALIZATION OF THE IMPORTANCE OF BUDGETING THE FOOD DOLLAR

UNDERSTANDING THE RELATION OF FOOD TO GOOD HEALTH

DEVELOPING BETTER UNDERSTANDING AND APPRECIATION OF THE PROBLEMS INVOLVED IN MAINTAINING SATISFYING HOMELIFE

INVESTIGATING POSSIBLE SOLUTIONS OF SOME FUTURE EMPLOYMENT PROBLEMS

TOPICAL OUTLINE (4 Weeks) FOODS I

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(1st Week) Gaining knowledge of course objectives	Get acquainted Enthusiastic introduction to foods Vocational areas of foods Pupil-teacher plan	Pupil-teacher plan to meet needs Pretest might be utilized Discuss student needs in relation to food experiences	Kitchen procedures & policies Organize into family units Get oriented to school laboratory	Demonstrate master-mix products, such as fun foods Notebook requirements for learning	Laboratory Prepare fun foods and analyze the experience in terms of future activities
(2nd Week) Learning to apply good management practices for pupils at home and school Developing accuracy in measuring	Preview last week's experiences Read and discuss management Buzz groups on problems of management Demonstrate good and poor kitchen practices	Plan laboratory stressing management short-cuts. Sandwich (Broiled chicken) Salad (Open faced) Beverage	Laboratory Prepare sandwich spread and refrigerate Make jello salad by ice method and refrigerate Evaluate progress	Laboratory Prepare beverage complete sandwich and serve meal Evaluate laboratory in light of management	Written test Verbal discussion Plan together for following week Work on evaluation of food terms
(3rd Week) Developing good eating habits and manners	Discuss test as a learning technique Film - Table Setting Film - Table Manners Plan a lunch of difficult to eat foods	Plan a skit involving difficult-to-eat foods: Fried Chicken Corn on the Cob Whole Olives Lettuce Wedge Evaluate and discuss	Further stress manners by planning a luncheon consisting of main dish, bread and beverage Review management	Laboratory Use check sheet on manners	Evaluate total experiences Figure cost of foods Film - Serving Meals Attractively
(4th Week) Understanding of how milk can help your health and appearance	Display & taste different kinds of milk Discuss and use guide questions Class keep record of milk used for 3 days as an assignment Films (Use guide)	Plan luncheon using milk Perhaps use milk varieties Demonstrate new learnings Advance preparation	Laboratory Ham on Waffle Use cream sauce or cheese sauce Salad	Review & Give guide questions related to next week's experience Film - (Use guide) Discuss their 3-day milk record assignment	Discussion on milk - cost, forms, uses Principles of cooking Substitutions How to sour Nutrition Storage

FOODS I

OBJECTIVES	LEARNING EXPERIENCES
Gaining knowledge of course objectives (This objective is inter-woven in every lesson.)	Teacher-pupil plan together what a particular class desires as experiences They might together list on the chalk board the experiences they have had in school and at home. Discuss what home economics means to them. Give a pre-test. Get acquainted with laboraory. Prepare a snack to evaluate basic skills and knowledge. Discuss kitchen procedures and policies.
Understanding why foods and nutrition are taught in school (This objective is inter-woven in every lesson.)	Collect information on requirements for various occupations of people employed in areas of foods and nutrition. Invite a foods coordinator from the school's lunchroom to speak about the nutrition guidelines utilized in their program. Exchange ideas of what nutrition means to a teen-ager. Role play the mother and child in which balanced diets are emphasized Use pictures showing improperly fed children and animals

GENERALIZATIONS	TEACHING MATERIALS
The field of foods and nutrition has much to offer for the improvement of mankind. Nutritional needs vary with age, size, activity, sex, climate. A food habit can be established only by constant use.	Supplementary Texts Pollard, L. Bell Experiences with Foods. Ginn and Company McDermott, Trilling, Nicholas. Food for Better Living, Lippincott Other Materials Home Economics, A Guidance Aid American Home Economics Assn. 25¢ Take a Look at Home Economics (a three-page booklet) American Home Economics Assn. 3¢ Films Kitchen Safety (SM:10 Min.) McGraw-Hill

FOODS I

OBJECTIVES	LEARNING EXPERIENCES
Learning to apply good management practices for pupils at home and at school. (This is a continuous objective.)	Prepare bulletin board and display cases. Plan outlines for notebooks. Discuss collecting and compiling recipes for future use. Plan sandwich and beverage luncheon using management principles.
Developing accuracy in measuring (This is a continuous objective.)	Observe a demonstration on the proper method to measure accurately 1. Fractions of spoons 2. Fractions of cups 3. A cup of flour 4. Fats 5. Liquids

GENERALIZATIONS	TEACHING AIDS
Good management is important in getting your work done. A good notebook serves as a guide for planning and evaluating. Tested recipes prevent failures. Accurate measurement results in tasty food and prevents waste.	Supplementary Texts Carson, Ramee. How You Plan and Prepare Meals. Webster - McGraw-Hill McDermott, Trilling, Nicholas Food for Better Living, pp 46-49 Lippincott Other Materials So You Are Ready to Cook. Mary Duffie, Burgess Films Cookery Terms, Young America Films Cooking and Measuring, Young America Films Measuring Accurately, (35 fr) America Films

FOODS I

OBJECTIVES	LEARNING EXPERIENCES
Developing good eating habits and manners. (This is a continuous objective.)	Emphasize correct table setting and good manners. Plan skit showing how to eat difficult-to-handle foods. Each food experience should incorporate acceptable eating habits. In some situations it may be desirable to use a check list. Discuss openly table manners in the evaluation sessions. Filmstrips may be an effective device to motivate pupils to be aware of their problems.

GENERALIZATIONS	TEACHING MATERIALS
Poise is developed by using good manners at all times. A beautiful table makes one enjoy the meal. An attractive table need not be expensive. Wisely chosen snacks contribute to one's nutritional needs. Nutritious snacks satisfy the appetite and provide part of the food the body needs.	Supplementary Texts Allen & Briggs. Mind Your Manners. Lippincott McLean, Beth Bailey. Meal Planning and Service. Bennett Other Materials Good Sandwiches Have a Secret Ingredient. Pineapple Growers Assn. Easy Ways to Show Off When It's Your Turn to Cook. Pineapple Growers Assn. Seventeen Magazine Beautiful Tables. Gorham Turn to Sandwiches. American Institute of Baking Skill Counts at the Sandwich Counter. Wheat Flour Institute Films Table Manners. Young America Films Table Setting. McGraw-Hill Table Manners. Association Films Serving Meals Attractively. McGraw-Hill

OBJECTIVES	LEARNING EXPERIENCES
Understanding of how milk and milk products can help your health and appearance	Display the kinds of milk purchased for drinking and the kinds you buy for cooking. Discuss what is meant by the following: Homegenized milk Yogurt — Condensed milk Chocolate milk — Dried milk Evaporated milk Cheese and other milk solids Plan and display bulletin boards around unit. Prepare milk five ways and serve with cookies for snacks, i.e., Cold milk shake Hot cocoa Milk shake with fruit Keep a record of the milk used in any form in the diet for three days Prepare lunches using milk and milk products such as: Creamed Tuna on Cornbread or Ham In Cream Sauce on Waffles or Pancakes or Open Faced Sandwich with Cheese Sauce Then add a vegetable or salad and beverage to complete the meal. Discuss the role milk nutrients play in the body for proper growth and development.

FOODS I

GENERALIZATIONS	TEACHING MATERIALS
Milk as a beverage or combined with other foods can be used to meet daily requirements. Milk is valuable whether used in a beverage or in prepared foods. It is difficult to obtain the recommended amount of milk without using some as a beverage. High nutritive value of milk makes it one of the most important foods in any diet. Milk is not fattening unless taken in access of energy needs.	Supplementary Text White. <u>You and Your Food</u>. Prentice-Hall Other Materials <u>Food and Your Weight</u> Home and Garden Bulletin #74, U.S.D.A. <u>Meal Planning Guide</u>. Pet Milk Co. Films <u>Instant Non Fat Dry Milk</u> (FS) American Dairy Association <u>The New Story of Milk</u> (SM:20 Min: C) and <u>Using Evaporated Milk in the Classroom and Kitchen</u> (59 fr:C) Carnation Milk Company <u>An Ice Cream Dream</u> (SM: 14½ Min. C) Almanac Films, Inc.

FOODS I

OBJECTIVES	LEARNING EXPERIENCES
Creating an interest in selecting, preparing, and eating vegetables in daily meals	Write a short paper on the advantage of buying or using fresh, canned, or frozen vegetables. Discuss various ways vegetables can be purchased. Chart results obtained by the class members and draw a few basic generalizations regarding vegetable cookery. Make a report on the methods used by various stores in caring for fresh vegetables. Study the correct methods of preparing vegetables to protect their nutritional values. Plan and prepare luncheon menus around each way of preparing the vegetables; e.g., vegetable juice, puree, sliced, diced, mashed, whole, and in combination with other foods. Prepare vegetable plates in several ways: in sauce or salad, baked, fried, buttered, in a casserole. This could be utilized as a taste panel or an evaluation device.

GENERALIZATIONS	TEACHING MATERIALS
Personal inspection and selection of vegetables for the purposes in mind gives greater satisfaction and economy. Top quality vegetables selected will give good value for the money spent. Vegetables kept at room temperature after slicing or chopping may lose vitamins through exposure to air. A good vegetable soup made from high quality vegetables is nourishing and inexpensive. Liquid in which vegetables are cooked contains valuable minerals and should be used in other foods if not served with the vegetable. Appearance, quality, and nutritive value of vegetables are conserved by cooking in small quantities of water.	Supplementary Texts Harris & Withers. Your Foods Book. Heath McDermott & Nicholas. Homemaking for Teenagers. Bennett Book I Other Materials Shoppers Guide to U.S. Grades for Food. Home and Garden Bulletin No. 58, U.S.D.A. A Guide to Buying Canned Fruits and Vegetables. pp. 10, 11, & 12 Ohio State University, Agric. Extension Blue Good Buying Guide for Fresh Fruits and Vegetables, American Fruit Growers, Inc. Los Angeles A Fruit and Vegetable Buying Guide for Consumers. Home and Garden Bulletin #21 U.S.D.A. Film Buying Fruits and Vegetables Household Finance Corporation

OBJECTIVES	LEARNING EXPERIENCES
Creating an interest in selecting, preparing, and eating vegetables in daily meals, <u>continued</u>	Observe a demonstration by the teacher showing correct technique for cooking leafy, green, and yellow vegetables. Demonstrate how to make vegetable garnishes for other foods. Make vegetable centerpieces. As a class project make an exhibit of several vegetables in at least three different forms - frozen, fresh, or canned - and make comparisons of the major factors listed below: Cost Flavor Time of preparation Nutritional value Make a report on the history of the potato. Make a list of the various forms in which one finds potatoes on the market, such as whole, shoestring, canned, etc. Prepare various forms of potatoes. Compare the costs of various commercially prepared products and discuss when one might use them - as salads, desserts, snacks. Study seasonings, herbs, and spices.

GENERALIZATIONS	TEACHING MATERIALS
Keeping vegetables hot after they are cooked or reheated causes loss of some color, flavor, and vitamins. Adding an alkali, as baking soda, increases the loss of vitamin C and other important vitamins. Frozen vegetables can be economical in terms of money and energy. Food well prepared and attractively served is likely to be consumed.	Supplementary Texts Harris & Withers. Your Foods Book Heath McDermott & Nicholas. Homemaking for Teenagers, Bennett Book I Other Materials It's On the Label. National Canners Assn. Vegetable Cookery. Blue Bonnet Fortified Margarine Spice and Herb Chart Better Homes and Gardens Film Principles of Cookery. Encyclopaedia Britannica

FOODS I

OBJECTIVES	LEARNING EXPERIENCES
Understanding the importance of meat in the diet	Class study and discuss beef. Understandings: A. Structure B. Federal inspection C. Grading D. Food value E. Care of meat
	Study meat charts
Gaining knowledge in the selection and preparation of meat	Resource person or field trip on meat.
	Compare food value and prices of several cuts of meat.
	Survey the meat-eating habits of members of the class and the most common methods of meat cookery used in their homes.
	Study, make reports, and discuss buying and cooking techniques of beef and pork.
	Collect recipes for preparing beef and pork by several methods.
	Find several recipes for Swiss Steak and compare.
	Prepare some meals planned around meats - Broiled Loin Steak Braised Pork Chops Pressure Cooked Chuck Baked Meat Loaf

GENERALIZATIONS	TEACHING MATERIALS
The protein requirement of normal adults is influenced primarily by body size, not by activity. Because protein is used for building tissues, such as muscle and bone, the formation of the constituents of blood, the protein needs are highest in periods of rapid growth. Because there is limited provision for storage of protein in the body a liberal amount of this substance must be eaten daily. High temperatures cause protein-rich foods to be tough.	Supplementary Text Pollard. Experiences with Food Ginn Other Materials Martha Logan's Points on Pork. Swift and Company National Live Stock and Meat Board 101 Meat Cuts and Meat Manual Films Three to Get Ready. (20 min., color) American Meat Institute The Canned Meat Story (SM: 19 Min.) Modern Talking Pictures ABC's of Beef Cookery. (SM: 14 Min.) Almanac Films, Inc. It's Lamb Time. (SM:14 Min., color) United World Films, Inc. How to Buy Lamb. (Part I 58 fr., Part II 58 fr., Part III 60 fr.) Swift and Company

FOODS I

OBJECTIVES	LEARNING EXPERIENCES
Understanding of the importance of being able to utilize meat substitutes and extenders in meals of varying costs	Prepare meat dishes using menus of low, moderate, and high cost. Low Cost Meal: Meat Loaf, Baked Potato, Apple Salad, Milk or Tea Moderate Cost Meal: Meat Loaf, Scalloped Potatoes, Fancy Apple Salad, Milk and Tea High Cost Meal: Fancy Meat Loaf or Patties, Au Gratin Potatoes, Waldorf Salad, Milk or Tea Compare cost of meals. Make shopping orders.
Developing some skill in planning menus and preparing meals using meats	Plan and prepare a meal each 3 or 4 weeks which incorporates learnings for that period using meats. Suggested type menus: 1. Meat, Vegetable, Bread, Beverage 2. Meat Extender, Salad, Bread, Beverage 3. Meat Soup, Bread, Beverage 4. Hearty Meat Salad, Vegetable, Bread, Beverage, Dessert

FOODS I

GENERALIZATIONS	TEACHING MATERIALS
Nutritious meals are not always the most expensive. Good nutrition is promoted by supplementing foods as needed. Planned meals, with pre-preparation, makes the difference between a hurried meal with mistakes and an unhurried success.	Supplementary Text Pollard. Experiences with Foods. Ginn Other Materials Egg Dishes for Any Meal. Leaflet #261 U.S.D.A. Cheese in Your Meals. Leaflet #262 U.S.D.A. More and Better Food from Your Pay Check. Home and Garden Bulletin #138 U.S.D.A. Films Planning and Organization. (Ya: 11 min. sd: sg) Young America Films, Inc. Serving Meals Attractively. (39 fr.) Young America Films, Inc.

OBJECTIVES	LEARNING EXPERIENCES
Promoting creativity in preparing salads and dressings to please the family members.	Prepare salads as various parts of meals: main dish, as a vegetable, as a salad, or as dessert. Prepare some dressings - simple ones with an interesting twist. Emphases: Fresh, crisp, cold materials Discolored or bruised parts removed Tear greens rather than cut whenever possible Top fruit with dressing rather than mixing Tossing vegetables Mixing potato and meat salads ahead of time to improve flavor Size of salad pieces Preserving color

FOODS I

GENERALIZATIONS	TEACHING MATERIALS
Salads add interest, flavor, and important nutrients to a meal. Salads are versatile in that they can be served as an appetizer, accompaniment, main dish, or dessert. Good planning and skill are required in salad preparation. Dressings are chosen with reference to the type of salad and personal preference. Salads should be arranged simply and naturally on the plate. Being creative with salads adds interest to meals.	Supplementary Text Pollard. Experiences with Foods. Ginn Other Materials How to Dress a Salad. Best Foods Corn Products Company Know Your Ingredients - be a Salad Genie-us, Wish-Bone Films Song of the Salad (105 Fr. C) H. J. Heinz Company

OBJECTIVES	LEARNING EXPERIENCES
Understanding of how to incorporate quick breads in meals	Plan meals and prepare - Popovers (any type for guest breakfast) Cream puffs (miniature) for meal salad Nut bread (cranberry) for salad luncheon Cornbread (skillet type) for stew meal topping Corn sticks or muffins for vegetables Doughnuts (cake-type balls, canned biscuits and yeast dough) for breakfast, snacks, and parties. Plan a party meal using an unusual quick bread. Plan a shelf meal using a quick bread variation.

FOODS I

GENERALIZATIONS	TEACHING MATERIALS
Knowing how to use canned biscuits in making different products adds variety to your snacks and comes in handy when you are in a hurry. Hot breads add interest and variety to the less expensive meals. Enriched flours, bread, and cereals improve diets without changing food habits.	Supplementary Text Pollard. Experiences with Foods Ginn Other Materials Co-Ed Magazine Better Homes and Gardens New Cookbook Films Quick Breads (Part I, 45 fr; Part II, 38 fr; Part III, 48 fr:C) General Mills Better Breads (71 fr.C) General Mills Principles of Baking (11 Min. Sd.) Encyclopaedia Britannica Creative Cookery with Cereals Cereal Institute

FOODS I

OBJECTIVES	LEARNING EXPERIENCES
Developing some skill in solving pastry problems.	Prepare pastry, using the three basic methods. Collect recipes of various kinds of pastry and compare methods of preparation. Discuss and demonstrate problems in rolling and shaping pastry for pies. Demonstrate the use of pastry cloth and stockinet. Prepare a variety of pies. Demonstrate the proper freezing of pies.
Creating interest in experimenting with the preparation of quick and easy desserts.	Make fruit combinations for dessert. (Fruit puddings, tortes, and shortcakes) Do research projects on cake methods and ingredients.
Learning to plan entertainment for various occasions.	Birthday cake and punch or some choice made by the class.

FOODS I

GENERALIZATIONS	TEACHING MATERIALS
Pie is the most popular American dessert. Important facts to remember about pastry are to handle very lightly, use a tested recipe, and store unbaked products in the freezer. Quality ingedients combined with a technique for handling makes a tasty dessert. Creativity promotes interest and effective entertainment.	Supplementary Text Pollard. Experiences with Food Ginn pp 180-183, pp 171-178 Holliday, Evelyn G., and I.T. Noble. How's and Why's of Cooking University of Chicago Press Other Materials Your Cake's a Winner Seventeen Magazine Co-Ed Magazine Films All About Pie (72 fr:C) General Mills

FOODS I

OBJECTIVES	LEARNING EXPERIENCES
Introducing and understanding research that will greatly change our present-day methods of food preservation	Prepare foods and freeze them with plans for use at a later date; such as, soups, sandwiches, party refreshments, casseroles, desserts, etc.
Helping pupils to realize that preparedness for survival requires planning	Study charts showing recommended times food may be kept in a freezer. Obtain information from the Office of Civil Defense and study it carefully.

FOODS I

GENERALIZATIONS	TEACHING MATERIALS
A planned supply of food is essential to meet an emergency promptly and safely. Foods for emergency supplies must be easily stored for an extended period without refrigeration. Familiar foods are more heartening and acceptable during times of stress. The use of canned and bottled juices and foods of high moisture content will be an aid in conserving water.	Supplementary Text Pollard. Experiences with Foods. Ginn Other Materials Pamphlets and periodicals Frigidaire Corporation Individual and Family Preparedness, Emergency Sanitation at Home, City of Detroit, Office of Civil Defense

FOODS I

OBJECTIVES	LEARNING EXPERIENCES
Creating interest in planning and carrying through holiday activities	Plan and prepare for every possible holiday or birthdays for groups each month. Invite guest, plan decorations, and practice being a good hostess. Creative centerpieces for various occasions centered around - Halloween, Thanksgiving, Christmas, Valentine's Day, St. Patrick's Day, Easter, May Day or as meets the need.

GENERALIZATIONS	TEACHING MATERIALS
Buffet service is suitable for any size group or for any informal occasion. A wide variety of foods can be used for buffet service. Meals are more appetizing if the table is neatly arranged and pretty. Family members are happier when there are special times for shared activities and celebrations.	Supplementary Text Allen, Betty, and Mitchell P. Briggs. Mind Your Manners. Lippincott Other Materials Sparks, Hedgecock Elizabeth, Menu Maker and Party Planner. Kernersville, North Carolina Co-Ed Magazine Films What Makes a Good Party (10 Min:Sd:C) Coronet Words of Courtesy. (11 Min: Fs) Young America Films Good Manners When Visiting and Table Manners. Eyegate House, Inc. Dinner Party (22 Min. sd:C) Simmel-Merservey, Inc. Perfect Party (33 fr.) McGraw-Hill

FOODS I

Home Economics for Boys
Food, Finance, and Fun

Developing more independence in solving food problems today and in the future

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I. Acquiring a willingness and developing skills to share in the responsibilities of the home

   A. How to arrange equipment and store supplies

   B. Responsibilities involved in keeping the laboratory clean and orderly

   C. Responsibilities shared by class members

II. Gaining a realization of the importance of budgeting the food dollar

   A. How the family income should be apportioned for food

   B. How to select adequate, well balanced meals in a cafeteria or restaurant

   C. How to plan, select, and prepare simple family meals

   D. Low, medium, and high cost meals

III. Understanding the relation of food to good health

Emphases:	Breakfast	Lunch	Dinner
	Eggs	Chili, Stews	Cook-outs
	Pancakes	Spaghetti	Steaks
	Biscuits(variations)	Cornbread	Roasts
	Beverages	Potato Salad	Pizza
		Baked Beans	Potatoes
		Green Salads	Apple Pie
		Unusual salad dressings	Mixes
			Desserts

IV. Developing better understanding and appreciation of the problems involved in maintaining satisfying home life.

   A. The duties of the host

   B. Table setting and ettiquette

   C. Time and energy management

   D. Snacks for various occasions

   E. Entertaining in the home

   F. Discuss the role of all family members in the home

Home Economics for Boys
Food, Finance, and Fun

Developing more independence in solving
food problems today and in the future, continued

V. Investigating possible solutions of some future employment problems

A. Food service careers after graduation

Suggested Text: Burnham, Jones, Redford. Boys Will Be Men. Lippincott
Supplementary Texts:
Fitzsimmons & White. Management for You. Lippincott
Starr. Management for Better Living. Heath
McDermott, Trilling, and Nicholas. Food for Better Living. Lippincott Revised
Pollard. Experiences with Food. Ginn
Carson & Ramee. How You Plan and Prepare Meals

Other Materials

Essentials of an Adequate Diet. United States Dept. of Agriculture
Food Models, National Dairy Council
Display of food packages, as cereals
Skill Counts at the Sandwich Counter. Wheat Flour Institute
Co-Ed Magazine
Practical Home Economics
What's New in Home Economics

Films

Principles of Cookery, Encyclopaedia Britannica
Dinner Party, School City of Gary Audio-Visual Department
Cooking Measurements, School City of Gary Audio-Visual Department
Kitchen Safety, Young America Films
Family Teamwork, Firth Films
Sharing Work at Home, Coronet Films

Filmstrip

Fashions in Dining, Sears Roebuck and Company, Consumer Education Division

FOODS II

Foods and Nutrition for Families

Adopted Text: Lewis, Peckham, Hovey. Family Meals & Hospitality
Macmillan

Objectives	Weeks to Teach
UNDERSTANDING THE ROLE OF NUTRITION IN THE BODY and UNDERSTANDING THE BASIC PRINCIPLES FOR GOOD PERFORMANCE IN THE KITCHEN	1 Week
DEVELOPING SKILL IN HANDLING YEAST DOUGH PRODUCTS	1 Week
DEVELOPING IMAGINATION AND KNOW HOW IN MAKING COFFEE CAKES AND ROLLS	1 Week
ACQUIRING KNOWLEDGE AND UNDERSTANDING OF PRINCIPLES AS APPLIED TO THE PLANNING AND PREPARATION OF FOODS	1 Week
BECOMING CREATIVE AND RESOURCEFUL IN USING FOODS IN VARIOUS FORMS AND WAYS	2 Weeks
DEVELOPING THE UNDERSTANDING OF MEAT IN THE DIET AND HOW IT SHOULD BE PREPARED	2 Weeks
GAINING KNOWLEDGE IN THE IMPORTANCE OF FISH IN THE DIET	1 Week
GAINING APPRECIATION FOR THE USE OF POULTRY IN THE HOME AS AN ECONOMIC PROTEIN FOOD	2 Weeks
CREATING AN INTEREST IN SELECTIVE BUYING AND PREPARATION OF VEGETABLES	2 Weeks
DEVELOPING AN INTEREST IN PREPARING SALADS THAT ARE CLEVER AND INCORPORATING THEM IN MEALS	1 Week
DEVELOPING AN APPRECIATION OF OTHER NATIONALITY GROUPS AND REGIONS THROUGH THE USE OF FOODS	3 Weeks
CREATING AN INTEREST IN UNUSUAL DESSERTS AND PASTRIES	2 Weeks
UNDERSTANDING MEAL TYPES OF MANY KINDS THAT FAMILIES ENJOY	1 Week
UNDERSTANDING THE ROLE OF THE GUEST AS WELL AS THE ROLE OF THE HOSTESS	1 Week

TOPICAL OUTLINE (4 Weeks) FOODS II

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(1st Week) Understanding of the role of nutrition in the body -and- Understanding the basic principles for good performance in the kitchen	Review the food nutrients Study the Basic Four	Discuss and list rules for kitchen hygiene Discuss do's and dont's for dishwashing	Review cookery techniques, measurements, and table settings Organize kitchens for work	Review complete week's discussions Use worksheet	Test Pencil and paper review Evaluate
(2nd Week) Developing skill in handling yeast dough products	Enthusiastic introduction to yeast breads Review energy value in breads	Discuss protein content in bread Demonstrate gluten to learn its role in yeast bread	Set up standards for yeast breads Demonstrate basic rules and techniques for making yeast breads	Demonstrate mixing of dough, kneading, etc. Shaping of fancy rolls Bake rolls	Plan a taste panel Evaluate yeast breads
(3rd Week) Developing imagination and know how in making coffee cakes and rolls	Demonstrate batter breads Plan a bread clinic	Plan for laboratory lesson Review techniques for mixing yeast breads	Laboratory lesson Prepare several kinds of yeast breads Bake breads	Hold a bread clinic for judging yeast breads Serve and evaluate	Review Quizz on yeast breads
(4th Week) Acquiring knowledge and understanding of principles as applied to the planning and preparation of foods	Share ideas about appetizers Discuss kinds of cocktails	Plan for laboratory lesson Discuss seafood and beverage	Prepare seafood cocktails (variety) Prepare beverage	Serving and Evaluation of cooking experiences	Art activity Discuss color and decorative methods in foods

FOODS II

OBJECTIVES	LEARNING EXPERIENCES
Understanding the role of nutrition in the body	Review the food nutrients and their roles in the body. Study the Basic Four and compare with everyday menus.
Understanding the basic principles for good performance in the kitchen	List rules for good kitchen hygiene. Discuss do's and don'ts for dishwashing. Review cookery techniques, measurements, and table setting. Organize kitchens for work.
Developing skill in handling yeast dough products	Review energy value in bread. Discuss protein content in bread. Prepare a review lesson on quick breads. Experiment with gluten to learn its role in breadmaking. Set up standards for judging yeast breads. Discuss techniques and basic rules for making yeast breads. Demonstrate mixing of dough, kneading, etc. Demonstrate shaping and forming loaves and fancy rolls - Crescent — Bow Knots Cloverleaf — Coffee Cakes Demonstrate batter yeast breads Hold a bread clinic and judge bread according to yeast bread standards.
Developing imagination and know how in making coffee cakes and rolls	Have a performance test on coffee cakes and yeast breads using a basic dough and let each pupil use her imagination in preparation.

FOODS II

GENERALIZATIONS	TEACHING MATERIALS
Science helps us to eat better. One's daily nutritional requirement includes food from the basic food groups. "Know how" in the kitchen includes habits of work that are efficient and time-saving. Percautions in the kitchen contribute to safety. Bread contributes nutritional value to the daily diet. Accuracy and patience are necessary to prepare yeast breads. Performance tests show the pupil's mastery of various principles of cookery.	Supplementary Text L. Belle Pollard, Experiences With Foods, Ginn Other Materials A Guide to Good Eating, National Dairy Council Recipes for Good Nutrition, Jane Ashley Home Service Dept. Thirty Bread Winners From 6 Easy Recipes, Wheat Flour Institute How to Make Yeast Rolls the Modern Way, Hot Roll Baking Book, P.O. Box (369. Minneapolis 60, Minnesota The Fleishmann Treasury of Yeast Baking, Standard Brands, Inc. 4-H Club Baking, Purdue University Extension Service The Art of Making Yeast Breads, Betty Crocker New Ideas with Old Family Recipes, Ann Pillsbury Films Yeast Breads (FS) Betty Crocker Breads You Bake With Yeast, (FS) Betty Crocker

FOODS II

OBJECTIVES	LEARNING EXPERIENCES
Acquiring knowledge and understanding of principles as applied to the planning and preparation of foods	Share ideas of the place of appetizers in family and guest meals. Prepare: seafood and fruit cocktails fruit cups juice combinations canapes Prepare beverages to serve with above: coffee - family, quantity tea - hot, iced, spiced milk variations punches
Becoming creative and resourceful in using foods in various forms and ways.	Discuss color combinations in food. Demonstrate decorative methods and the use of garnishes.
	Select menus and foods symbolic of guest meals and entertaining. Discuss: buffet meals special occasion entertainment invitations Investigate and obtain table appointments for an exhibit. Discuss formal and informal arrangements of table settings.

FOODS II

GENERALIZATIONS	TEACHING MATERIALS
A decorative plate is more appetizing.	Supplementary Text Harris & Withers, Your Foods Book, D. C. Heath, beverages pp 373.
Foods for entertainment should be interesting and decorative.	Other Materials The Story of Modern Instant Coffee, Nestle Company, Inc. Seven Up Float and Seven Up Party Fun, The Seven Up Company Patterns for Parties, Towle Hidden Values, Sears Roebuck & Co. Party Plans for Food and Games, Martha Logan
Color coordination in foods stimulates the appetite.	
Table appointments may be expensive or inexpensive.	Film Party Perfect, McGraw-Hill How to Brew Coffee, Modern Talking Picture Service

OBJECTIVES	LEARNING EXPERIENCES
Developing the understanding of meat in the diet and how it should be prepared	Ask each pupil to visit a grocery to see cuts of meat. (Consider a field trip if possible.) Demonstrate methods of cooking meat by dry and moist heat. Let students plan a taste panel. Discuss the appearance of good quality meats: Grades, marbling, color Less tender cuts Tender cuts Let students plan to do tender ways with not so tender meats. Demonstrate planned usage of leftover meats. Exhibit variety meats - French fried liver Boiled tongue.
Gaining knowledge in the importance of fish in the diet	Discuss the selection of fish for the diet - Storage Preparation. Have a comparative analysis of fresh, frozen, canned, and cured fish. Plan a completely frozen dinner. (Use as T.V. dinner.)

FOODS II

GENERALIZATIONS	TEACHING MATERIALS
Dry heat is the best method of cooking for the more tender cuts of meat.	Supplementary Text Barclay and Champion, Teen Guide to Homemaking, Charles Bennett
Meat increases the nutritional value of a meal.	Other Materials Specialties of the House, Pet Milk Company
Variety meats may be prepared as tasteful and nutritious as other meats.	80 Favorites, Ellen Edwards, Consumer Service, Oscar Mayer
	What Meat & Poultry Inspection Means to You, American Vet Medical Association
	Meats With Approval, U.S.D.A.
Fish is an economical source of protein.	Twelve Favorite Pork Recipes, Natl. Live Stock & Meat Board
	Facts About Beef, Natl. Live Stock & Meat Board
Fish gives variety to meals and can usually be prepared in a short period of time.	Facts About Lamb, Natl. Live Stock and Meat Board
	Please with Pork, Martha Logan
	Tuna in the Classroom, Tuna Foundation
	The Story of Salmon, Bureau of Fisheries
	Tuna As You Like It, Bureau of Fisheries
	Film Let's Have Lamb, Assn. Films, Inc.

FOODS II

OBJECTIVES	LEARNING EXPERIENCES
Gaining appreciation for the use of poultry in the home as an economic protein food	Study selection and storage of poultry for the home. Discuss age and size of poultry. Compare the economic use of chicken with other foods. Show use of coatings with chicken, variations of frying. Prepare a bulletin board display of attractively prepared and garnished chicken. Plan a laboratory lesson preparing chicken in a variety of ways. Show how to prepare the kinds of chickens as: Stewing Hen Broiler Fryer Roaster

FOODS II

GENERALIZATIONS	TEACHING MATERIALS
Chicken is an economical protein food.	Supplementary Text Harris & Withers *Your Foods Book*, D. C. Heath
Chicken may be prepared in a variety of ways.	Other Materials *Many Ways with Chicken*, Corn Products Company *How To Make Poultry and Game Birds Tender and Juicy*, Adolph's Service Department *All About Turkey*, Martha Logan *U.S.D.A. Service for Poultry and Eggs*, U.S. Dept. of Agriculture Film

OBJECTIVES	LEARNING EXPERIENCES
Creating interest in selective buying and preparation of vegetables	Discuss ways of purchasing vegetables - By weight color storage perishables buying in season refrigeration exposure to air Prepare one vegetable in several different ways - soup salad baked cake Plan a menu around each way of preparing each vegetable. Collect pictures and recipes showing the different preparation of vegetables and attractive combinations. Plan lesson on methods of preparing vegetables: boiling steaming pressure saucepan baking Discuss: vitamin loss food volume loss color loss form or shape loss
Developing an interest in preparing salads that are clever and incorporating them in meals	Review types of salads appetizer main dish accompaniment dessert Plan a salad bar prepared by students and let students act as a taste panel. Discuss bread accompaniments for salads.

FOODS II

GENERALIZATIONS	TEACHING MATERIALS
Vegetables are versatile in that they can be adapted to various uses. The true quality of fresh vegetables depends on the length of time they have been allowed to stand. Appearance, quality, and nutritive value of vegetables are conserved by quick cooking in a small amount of water. Good planning and skill are required in the preparation of vegetables. Failure to understand the good points of saladmaking can result in a very unappetizing dish. A salad may be light or hearty, depending on the occasion for which it is to be used. The flavor and texture of the bread accompaniment should blend well with the salad.	Supplementary Text McDermott, Trilling & Nicholas, Food For Better Living, Lippincott Other Materials Potatoes in Popular Ways, Home and Garden Bulletin No. 55, U.S.D.A. Vegetable Kitchen Chatter, Libby, McNeil & Libby Honor Rules - New Method of Cooking of Vegetables and Fruits, Wearever Aluminum Conserving the Nutritive Value in Foods, U.S.D.A. Shopper's Guide to U.S. Grades for Food, U.S.D.A. Pumpkin 'n Spice, Libby, McNeil, & Libby. New Variations on Salads, Division Corn Products Film Song Of A Salad, H. J. Heinz

FOODS II

OBJECTIVES	LEARNING EXPERIENCES
Developing an appreciation of other nationality groups and regions through the use of foods	Buzz session and response to plan method for gathering essential information concerning foreign cookery. Discuss Culture and customs Food habits Spices for foreign foods, List vocabulary of foreign foods. Collect recipes for an international smorgasbord. Prepare one food from each country. Prepare an around-the-world breakfast. Do a research problem on what food the United States has adopted from other countries. Compare American and foreign methods of serving foods. Let the class divide into groups and role play some of these. Discuss America as a melting pot and its relationship to food habits and customs. Class coordinate with a foreign language class by planning, preparing, and serving a typical meal. Individual or group study and reports on such topics as: 1. Breads of different nations 2. Jewish beliefs and customs concerning food 3. The vegetarian diet 4. Origins and meanings of Catholic fast customs 5. Nutrition problems when people move to a place where they must change their eating habits.

FOODS II

GENERALIZATIONS	TEACHING MATERIALS
Eating a wide variety of food is one indication of "social know how"	Supplementary Text Harris & Withers, Your Foods Book, D. C. Heath, pp 351 and 176
Most international foods may be adapted to our way of living.	Other Materials Meals in Minutes, Campbell Soup Co.
With increased incomes and access to good food, a person must be able to control his use of rich food and social eating and drinking.	Sandwiches Please, Wheat Flour Institute
	Intriguing Foreign Breads and Rolls, Standard Brands, Inc.
Food customs often reflect the family's custom, nationality, and religious backgrounds.	Dinner Italiano, Oscar Mayer & Co.
	Round the World Food Ideas, Libby, McNeil, Libby
	Films

FOODS II

OBJECTIVES	LEARNING EXPERIENCES
Creating an interest in unusual desserts and pastries	Collect magazine recipes and pictures of unusual desserts. Plan a bulletin board from the pictures. Pupil-teacher plan which ones the class will try to create. Let students prepare the chosen desserts. Use comparative analysis technique for judging. Review methods of making pie crust. Use the varieties of crusts for class preparation: Graham Cracker Cookie (Chocolate or Vanilla) Cereal variations Meringue Choose desserts from foreign countries and prepare samples in class Have students demonstrate unusual desserts planned at home.

GENERALIZATIONS	TEACHING MATERIALS
Desserts should be appealing in appearance and taste. Usually a simple dessert, served in an attractive manner, is as pleasing as an elaborate one.	Supplementary Text Harris & Withers, Your Foods Book, D. C. Heath, pp 422-424 Other Materials How to Master the Art of Cake Making, Betty Crocker Create a Finer Cake Lucky Whip Favorites, Lever Brothers Twelve Selected Picture Pies and Delightful - Delectable - Delicious All Apple Processed Apples Institute, Inc. Picture Lessons in Pastry Lever Brothers A New Way to Bake, Pillsbury Co., Dept. 112, Box 1532, Minneapolis, Minnesota 55460 Good Housekeeping Cook Book
Successful pie crust is dependent upon accuracy in measurements, mixing, and temperature of oven. Desserts may be prepared and saved in the refrigerator to serve for simple family meals.	Make Your Own Mixes with Swiftening Shortening, Swift & Company Easy as 1-2-3 Pie Crust Corn Products Company Candy Toppings for Dessert, Confectionery Institute Film Beautiful Cakes, Betty Crocker (FS)

FOODS II

OBJECTIVES	LEARNING EXPERIENCES
Understanding meal types of many kinds that families enjoy.	Discuss types of table service. Have students collect pictures showing family, buffet, formal, and informal settings. Make centerpieces for the table for everyday and holiday occasions. Discuss suitable topics for table conversation. Role play: Table conversations Table manners Responsibility of family to guest Telephone invitations Set up a party guide and let students use for planning special occasions.
Understanding the role of the guest as well as the role of the hostess.	Discuss - social grace thank you notes Discuss conventional practices; such as the hostess gift, bread and butter letters, welcoming new neighbors, celebrating and recognizing family events, sending greeting cards.

FOODS II

GENERALIZATIONS	TEACHING MATERIALS
Varied table service will work with different types of families.	Supplementary Text Beth Bailey McLean, Meal Planning and Service, Bennett
	Other Materials Party Plans for Food and Games, Martha Logan
	Betty Crocker's Party Calendar, Betty Crocker
Good table conversation makes a meal more enjoyable.	Be My Guest, Betty Crocker
Party foods can be simple and nutritious.	Film Party Planning, Reynolds Wrap (FS)
Practicing social customs helps one feel at ease with others.	
The success of entertaining is more dependent upon good planning than upon the amount of money spent.	
A good hostess makes the guest feel at home; a congenial guest observes good behavior and manners.	

FOODS III

Foods for Families and Guests

Adopted Text: Oerke, Bess V., Mealtime, Charles A Bennett, Inc.

Objectives	Weeks to Teach
REALIZING THAT FAMILY NUTRITIONAL NEEDS CAN BEST BE MET BY WISE FOOD BUYING	2 Weeks
GAINING KNOWLEDGE AND DEVELOPING SKILL IN PRESERVING FOODS THROUGH FREEZING	1-2 Weeks
LEARNING HOW TO SELECT, CARE FOR, AND USE TABLE APPOINTMENTS	1-2 Weeks
UNDERSTANDING THE APPLICATION OF PRINCIPLES TO PROTEIN-RICH FOOD PREPARATION	3 Weeks
UNDERSTANDING FOOD ADDITIVES AND THEIR USES	1 Week
UNDERSTANDING PREPARATION AND COOKING TECHNIQUES RELATING TO VEGETABLES, SALAD DRESSINGS, DIPS, GRAVIES, AND SAUCES	2 Weeks
UNDERSTANDING OF SPECIAL DIETS FOR FAMILIES	2 Weeks
INTERESTING PUPILS IN FAMILY FOOD PROBLEMS	2 Weeks
DEVELOPING MORE SKILL IN CARRYING OUT GUEST ACTIVITIES	3 Weeks

TOPICAL OUTLINE (4 Weeks) FOODS III

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(st Week) Realizing that family ı tritional ı eds can best be met l wise ı od buying	Get acquainted Pupil-teacher plan Do general review a. Nutrition b. Menu planning	Plan low and moderate cost menus Figure costs Make lists of low cost foods	Set up survey of family expenditures for food Discuss how to buy food Make grocery list for Thursday	Field trip to buy staples for foods laboratory	Study food ads in Wednesday's and Thursday's paper and compare prices Discuss field trip Pupil-teacher plan for next week Generalize learnings of the week
(2nd Week) Same as above	Report on survey Plan for low-cost laboratory meals Plan grocery list	Advance preparation Laboratory Meat Casserole Glazed Carrots Gelatine Salad Hot Bread Butter Unusual Dessert Beverage		Evaluate lab Review Write article for a newspaper Put on bulletin board Generalize learnings of the week	Pencil and paper test Make bulletin board display on freezers
(d Week) Gaining knowledge d develop- ıg skill in preserving ods through eezing	Review food preservation through the years Research questions Display freezer supplies	Discussion of questions Demonstrate packing of products	Set up projects such as: Compare food prices - Freeze cream sauces - Freeze green peppers - Pastry, baked and unbaked - Icings & Cakes	Work on projects in pairs or however the class planned	Share results with class members Demonstrate findings of projects
(h Week) Same as above	Plan to prepare a meal to package and freeze	Laboratory Beef Stew Hot Bread Pie or Cake Ice Cream Punch	Compare 3 or 4 brands of foods. Cook, taste, and make judgments. 1. Pot pie 2. Broccoli 3. Rolls 4. Fruit	Eat frozen meal or Prepare party foods for the freezer to be used at a later time	Practical test on packaging Pencil and paper test

FOODS III

OBJECTIVES	LEARNING EXPERIENCES
Realizing that the family nutritional needs can best be met by wise food buying	Plan menus for two or three days. Then figure about how much has been spent per person and per family. Do group or individual problems on meals on budget. Prepare some budget dishes or meals. Survey family food expenditures. Compare grades of canned goods, compare labels of products. Demonstrate and display the various forms of food and compute cost. Plan a field trip to the grocery and purchase staple groceries for school. Write an article for the school paper on "Getting the Most for Your Food Dollar." List the reasons why preparing a detailed market list is necessary. Discuss supply and demand as related to spending the food dollar. Review nutrition and build a sound background for enabling pupils to understand reasons for having a balanced diet.

FOODS III

GENERALIZATIONS	TEACHING MATERIALS
Balanced menus can be planned from a limited budget. Most families purchase food items they don't need. Non-fat dried milk can be utilized in most recipes. A planned market list avoids over-buying. Foods in season are less expensive. A food budget is necessary to control spending. A minimum of food expenditure need not mean uninteresting and unappetizing meals. Intelligent planning of meals may make possible a better utilization of family income; at the same time provide adequately for family nutrition. A knowledge of labels, brands, and standards may enable the consumer to make more intelligent selection of foods.	Supplementary Text Carson & Ramee, How You Plan and Prepare Meals, Webster McGraw-Hill Other Materials: Food Dollar, Household Finance Corp. A Girl and Her Figure, National Dairy Council 15¢ Family Fare, U.S.D.A. 15¢ Shopper's Guide to U.S. Grades for Food, U.S.D.A. Comparison of Preparation Time and Costs for Convenience and Home Prepared Foods, Drexel Institute Label samples by Libby, McNeil, Libby Film Buying Food Wisely, General Mills (FS)

FOODS III

OBJECTIVES	LEARNING EXPERIENCES
Gaining knowledge and developing skill in preserving foods through freezing	Trace the history of food preservation. Do research on the new developments of freezing; such as, use of antibiotics in retardation of spoiling, freeze drying and astronaut foods. Display commonly utilized supplies for freezing. Demonstrate packaging of products families might freeze. Leftovers, unbaked pastry, meat, pre-prepared food, etc. List advantages of having a freezer in the home. Plan menus in which most of the preparations could be frozen for future use. Plan a "Party from the Freezer." Determine what foods do not freeze successfully. Prepare and freeze foods with the idea of using them at a later date in meal service. Soups, meats, breads, sandwiches, vegetables, and desserts. Pupils survey the available frozen foods in the grocery store which are new to them. Compare prices and quality of home-made and commercially prepared frozen dinners. Discuss how the freezer can help the busy homemakers to prepare meals in advance. Share ideas on how to prepare for holidays and for special occasions. Let the pupils check weight, sizes, and labels on the different packages.

GENERALIZATIONS	TEACHING MATERIALS
Freezing preserves the quality of foods very effectively. Pre-prepared foods that are frozen save much time when ready for use. Frozen foods must be properly packaged and labeled before placing in the freezer. Commercially frozen foods are not always more expensive. Proper handling of foods may prevent waste, maintain palatability, and decrease the danger of infection. Modern advertising influences the food habits of people directly through information about the product and indirectly through association built up around it.	Supplementary Text McDermott, Trilling and Nicholas, Food for Better Living, Lippincott Other Materials: Freezing Combination Main Dishes, G 40 Home Freezing of Fruits and Vegetables, House and Garden Bulletin No. 10 U.S.D.A. Ball Blue Book Ball Brothers From Your Freezer to Your Table to Your Kitchen, Institute for Better Living Food Freezing the Way to Real Carefree Cooking, Frigidaire The Story of Freeze-Dried Foods Armour & Company, Grocery Store Products Films Uses of Aluminum Foil (FS) Alcoa Aluminum

OBJECTIVES	LEARNING EXPERIENCES
Learning how to select, care for, and use table appointments	Study about the various kinds of linens, crystal, china, and silver. Discuss the relationship between china, linen, crystal, and silver so that the table becomes coordinated. Demonstrate good low-, moderate-, and high-cost table settings. Figure the costs of these three levels. Emphasize and re-emphasize that cost alone does not mean a well-set table. Borrow some "five and dime" pieces to prove this to the pupils. Prepare a guest meal using very inexpensive appointments. Arrange for a class tour to a china department or have a resource person talk to the class. Use available materials and containers in the laboratory or from home to practice making some interesting centerpieces.
Understanding the application of principles to protein-rich food preparation.	Review may be needed. Pupils should be familiar with cuts of meat; their characteristics, grades, cooking methods, and basic principles of cooking. Demonstrate beef or pork roast to practice carving. (Could be frozen for later use.) Bake half a ham to glaze and carve. Prepare stuffing and use with baked fowl, pork chops or flank steak. Prepare unusual preparations, such as croquettes and souffles.

FOODS III

GENERALIZATIONS	TEACHING MATERIALS
An attractive table can be set on a very limited budget. Wisely selected table appointments can be inexpensive. Simplicity is always desirable whether you are setting the table for family or guests. Table decorations also need to be simple. Centerpieces can be designed and arranged or assembled from odds and ends around the house.	Supplementary Text McLean, Meal Planning and Service, Bennett Other Materials Films Patterned for Living, Modern Talking Picture Service, Inc. The Making of China, Modern Talking Picture Service, Inc. Choice of China, Assn. Films
Protein is toughened by cooking at high temperatures. Four ounces of protein-rich food is needed daily. Meat should be cut across the grain when carving. Stuffing needs to be baked very soon after preparation or removal from the freezer.	Supplementary Text Pollard, Experiences With Food, Ginn Other Materials Poultry, U.S.D.A. All About Pork and Food News and Views, Swift & Co. Facts About Meat, National Live Stock and Meat Board Films Tomorrow's Food Power, Modern Talking Pictures Carving Magic, Sterling Movies U.S.A., Inc. Free Meat on the Move, Sterling Movies U.S.A., Inc. Free

FOODS III

OBJECTIVES	LEARNING EXPERIENCES
Understanding food additives and their uses	Do reading on salt, spices, herbs, curing, vinegar, extracts, oils, sweets, glutamate, and coloring matter. You may wish to grow a few herbs in the school window. A tasting party may be fun as well as profitable. Experiment with some recipes using some spices and herbs. Meat - thyme, rosemary, marjoram Green Beans - oregano Carrots - thyme, chopped parsley Bread - caraway seed
Understanding the preparation and cooking techniques related to vegetables, dressings, dips, and gravies.	Pupil-teacher plan unit around the needs of the pupils. Pupils might prepare foods of their choice to share with the class, such as corn fritters, vegetable cake, Sunday sauces, stollen. Plan meals around the above and serve buffet or some other style of service.

FOODS III

GENERALIZATIONS	TEACHING MATERIALS
Spices and herbs add dash and variety to ordinary meals.	Supplementary Text Oerke, Mealtime, p. 236, Bennett
The government provides protection to the consumer regarding food additives which are added to food preparations.	Other Materials Food Additives - What They Are and How They Are Used, Modern Chemists Association What Consumers Should Know About Food Additives, Supt. of Documents. 15¢ Read the Label, Supt. of Documents. 20¢ Food & Science - Today and Tomorrow, Public Affairs Booklet 15¢
Experimenting with herbs is an interesting experience.	Film The Kitchen Keyboard, Modern Talking Picture Service, Inc.
The quality of vegetables, gravies, and dressings depends upon skill used in production and the kind and quality of products used.	Supplementary Text Handbook of Food Preparation, AHEA Other Materials Plain and Fancy Gravy Dishes, Campbell Soup Company Conserving the Nutritive Value of Foods 10¢ Home and Garden Bulletin #90 U.S.D.A.
Vegetables are a good source of vitamins and they add variety to the diet and are digestible by anyone with normal health.	Film The Enchanted Pot, 16mm, Assoc. Films Free

FOODS III

OBJECTIVES	LEARNING EXPERIENCES
Understanding of special diets for families	Study, discuss, and plan some special diets. Use practical examples which the pupils may be experiencing at home. Examples are: low-roughage, low-sodium, iron-rich for anemia, liquid, soft, and convalescent diets. Attempt to have the pupils see the relationship of the special diets to regular family meals.
Interesting pupils in family food problems.	Devise and prepare menus which meet family problems, such as skimmpy eaters, senior citizens, food dislikes, and weight. Work with the school nurse on planning desirable diets. She can talk to the class about how some problems might be overcome.

FOODS III

GENERALIZATIONS	TEACHING MATERIALS
Most family meals can be adjusted to meet special diets. All family members need to learn to respect food problems of each other. With special care many foods can be prepared in such a manner that people will learn to enjoy them. It is possible to adapt the family meals to the nutritional needs of the child with little effort or expense.	Supplementary Text: Oerke, Mealtime, p. 550, Bennett Thompson & LeBaron, Simplified Nursing, Lippincott Other Materials Diets for Convalescents, Knox Gelatine Calory-Saving Recipes with Sucaryl, Abbott Laboratories Food for the Family with Young Children, Supt. of Documents Food Guide for Older Folks, U.S.D.A. Spare the Calory Behind the Scene, Purdue University Food Consumption - Dietary Levels of Older Household in Rochester, New York, U.S.D.A. Film

FOODS III

OBJECTIVES	LEARNING EXPERIENCES
Developing more skill in carrying out guest activities	Discuss the meaning of hospitality, its origin, the forms used in old England, in Colonial Days and today. Provide opportunities to invite guests to meals, receptions, and snacks. Some profitable ideas could be buffet meal served in small quarters, New Year's snack, Mother's Day tea, teen party, and Senior reception. Consider family recreational activities which involve special food preparation. Discuss the factors involved in entertaining guests overnight or for a weekend.

FOODS III

GENERALIZATIONS	TEACHING MATERIALS
Entertaining in the home can be fun. Party foods can be prepared inexpensively. The spirit behind the hospitality extended is more important than its material expression. One may be a gracious hostess without entertaining laborately.	Supplementary Text Oerke, Mealtime, Bennett McLean, Meal Planning and Table Service, Bennett Other Materials Health Via the Dining Table, West Bend Company Film

FOODS IV

Food and Family Management

Basic Texts: Starr, Mary C., Management for Better Living. Heath
Food Service Worker. U.S. Office of Education

Objectives	Ways to Teach
UNDERSTANDING THAT MANAGEMENT IS NECESSARY TO ACHIEVE THE GOALS WE SET FOR OURSELVES	1 Week
UNDERSTANDING THAT PLANNING FOR A MODERN, EFFICIENT KITCHEN CONTRIBUTES EFFECTIVELY TO INTELLIGENT USE OF THE FAMILY RESOURCES	1 Week
UNDERSTANDING HOW TO USE A KITCHEN EFFECTIVELY	1 Week
UNDERSTANDING HOW TO DISGUISE FOOD PEOPLE DISLIKE	1 Week
UNDERSTANDING PROPORTIONS TO BE USED IN "MEALS FOR TWO"	1 Week
DEVELOPING AN INTEREST IN USING A VARIETY OF TABLE SERVICE	2 Weeks
UNDERSTANDING THE ELEMENTS THAT CREATE A PLEASANT ATMOSPHERE WHILE DINING	1 Week
UNDERSTANDING HOW TO CORRELATE MENUS WITH TYPES OF SERVICE	2-3 Weeks
UNDERSTANDING THE KNOWLEDGE AND SKILLS NEEDED TO BE A FOOD SERVICE EMPLOYEE	6-8 Weeks

TOPICAL OUTLINE (4 Weeks) FOODS IV

OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(1st Week) Understanding that management is necessary to achieve the goals we set for ourselves	Develop an evaluation chart for personal management in the classroom Teacher-Pupil planning	Divide class into committees to plan for management in the classroom	Class present suggested improvements Discuss how effective the suggestions should be	Review money management Plan classroom budget on any phase, the students need	Filmstrip Money Management Evaluate
(2nd Week) Understanding that planning for a modern, efficient kitchen contributes effectively to intelligent use of family resources	Plan a bulletin board on the general types of kitchens Discuss the advantages and disadvantages of each type of kitchen	Display guides for the kitchen planner (text). Analyze activities that take place in the kitchen	Discuss reasons for modification of kitchen planning. Plan a modified kitchen	Discuss the relationship of kitchen centers and types of work performed in the kitchen	Resource person to discuss kitchen planning
(3rd Week) Understanding how to use a kitchen effectively	Organize classroom kitchen Plan best arrangement of small equipment	Plan experimental menu for use of centers. Meat Loaf Mashed Potatoes Green Peas Hot Bread Dessert Beverages Evaluate use of kitchens	Laboratory centers in the	Serve Evaluate time and motion used	Performance test Skill drills
(4th Week) Understanding how to disguise food people dislike	Discuss food likes and dislikes of people Make a chart listing food likes and dislikes of class members	Discuss interesting ways of preparing disliked foods Plan for laboratory class	Laboratory Prepare three foods in new ways- i.e., carrots okra liver beets eggplant	Taste Panel Members of the class serve and Evaluate	Discuss ways to make foods interesting Begin a collection of recipes

FOODS IV

OBJECTIVES	LEARNING EXPERIENCES
Understanding that management is necessary to achieve the goals we set for ourselves	As a class project, develop an evaluation chart for the personal management of "Living in the Classroom" Divide the class into committees. Have each committee responsible for analyzing how to streamline action in some aspect of classroom management: taking roll, distributing books, organizing stored material, using unit kitchen, etc. Have each committee present suggested improvements, try them out, and discuss their effectiveness. Review money management to refresh previous experiences and carry out any activities the pupils feel are needed.

FOODS IV

GENERALIZATIONS	TEACHING MATERIALS
Planning - either mentally or with paper and pencil - is the first step toward good management.	Supplementary Text Fitzsimmons & White, Management For You, Lippincott
	Other Materials Money Management, Household Finance Corporation
An efficient manager evaluates results.	Cabinet companies as - St. Charles Coppes
	Film Finding Minutes, U.S.D.A.

FOODS IV

OBJECTIVES	LEARNING EXPERIENCES
Understanding that planning for a modern, efficient kitchen contributes effectively to intelligent use of the family resources	Plan a bulletin board on the five general types of kitchens. Discuss the advantages and disadvantages of each type of kitchen. Let the students make working plans for these and work out different arrangements. Use a guide for the kitchen planner. Analyze activities that take place in the kitchen. Show how certain situations may cause a modification of plans. Discuss the relationship between centers and types of work: 1. Planning Center 2. Preparation Center 3. Storage Center 4. Cleaning Center Use a resource person on kitchen planning for a lecture, discussion.

FOODS IV

GENERALIZATIONS	TEACHING AIDS
Since the kitchen occupies such a central point in a home, the plan of it is a matter of concern and interest to the entire family.	Supplementary Text Craig & Rush, Homes With Character, Heath Lewis, Burns, Segner, Housing and Home Management, Macmillan
A good kitchen does not just happen.	Other Materials Better Homes and Gardens Magazine The Gary Post-Tribune
	Film P-T Oven Magic, Sterling Movies U.S.A., Inc.

FOODS IV

OBJECTIVES	LEARNING EXPERIENCES
Understanding how to use a kitchen effectively	Discuss and plan the best arrangement of equipment in the unit kitchens. Make a list of small equipment needed in each center. Plan experimental menus and let students prepare them - menus that will employ most of the centers in the kitchen. Carry out time and motion research project. Demonstrate the correct use of small equipment. Show how using correct equipment for a specific job is time saving. Discuss comfortable working positions in relation to use of the equipment as a saving of energy. Hold a skill drill if it will meet the class needs.

FOODS IV

GENERALIZATIONS	TEACHING MATERIALS
Work areas and equipment, properly chosen and arranged, reduce energy as well as time used in food activities.	Supplementary Text Fitzsimmons & White, Management for You, Lippincott Other Materials Easier Homemaking, Extension Service, Purdue University
By developing skills in using utensils and equipment, we can reduce the work and time needed for preparing food.	Film Using Your Time and Abilities, Jam Handy Organization
From using skill drills, our methods of handling specific pieces of equipment will be improved.	

FOODS IV

OBJECTIVES	LEARNING EXPERIENCES
Understanding how to disguise food people dislike	Make a chart on liked and disliked food from the students in class. List reasons for liking or disliking a particular food. Discuss food fallacies and their origins. Discuss introduction of new foods into the diet. Find recipes for disliked foods, introduced in a new way. Discuss what makes food interesting in taste and flavor: Decorations Seasonings Serving time Make interesting preparation of foods often disliked to encourage people to enjoy them in their daily diet. Some examples are: Liver Milk Eggs Vegetables

FOODS IV

GENERALIZATIONS	TEACHING AIDS
Food habits of people are sometimes revolutionized through new methods of preparation.	Supplementary Text Fitzsimmons & White, Management For You, Lippincott
Food habits are gradually developed from infancy through childhood by the types of experiences and by influence of others - some favorable and some unfavorable.	Other Materials Better Homes and Gardens Magazine
Situations that generate pleasure, annoyance, or frustration with respect to foods may be responsible for favorable or unfavorable attitudes toward food and eating.	Film You and Your Food, McGraw-Hill (FS)

FOODS IV

OBJECTIVES	LEARNING EXPERIENCES
Understanding proportions to be used in "Meals for Two"	Discuss division of recipes. Plan a worksheet on dividing recipes. Talk about substitutions in recipes. Discuss shopping for two. Plan menus for class preparation. Discuss how to prepare and be creative when serving meals. Have a game contest to see which family group can use the least number of dishes and utensils in preparing and serving a meal for a definite length of time.

FOODS IV

GENERALIZATIONS	TEACHING MATERIALS
Training in recognizing sizes of servings will save time, energy, and money.	Supplementary Text Betty Crocker, Dinner for Two, General Mills Other Materials Current Magazines Films Organizing and Preparing Meals, (FS) McGraw-Hill

FOODS IV

OBJECTIVES	LEARNING EXPERIENCES
Developing an interest in using a variety of table service	Review types of table service. Make plans to carry out types meeting the following needs: Family Buffet English formal and informal
Understanding the elements that create a pleasant atmosphere while dining	Plan a linen exhibit, showing kinds and shapes of tablecloths and napkins. Demonstrate how to add color, for example red cloth under lace Demonstrate novelty table settings using Nylon net, felt, or muslin and using paper cut-outs for holders or other decorations.

FOODS IV

GENERALIZATIONS	TEACHING MATERIALS
Correct table service will favorably influence the appetite.	Supplementary Text McLean, Meal Planning and Service, Bennett
Keeping the proper perspective on food and eating is vital to health and happiness.	
Table service means a convenient setting and sufficient individual attention so that nutritious, appetizing food can be enjoyed by all.	Other Materials Hidden Values, Sears Roebuck & Co.
Some inexpensive pieces express a high standard of living, are pleasing in design and color, and provide an interesting setting in good taste.	Film

FOODS IV

OBJECTIVES	LEARNING EXPERIENCES
Understanding how to correlate menus with types of table service	Plan menus for three types of table service: Compromise Buffet English (formal or informal) Have pupils assume duties as: Cook Assistant cook Waitress Guest and rotate with each meal. Discuss the type of home and occasion when one would use these types of service.

GENERALIZATIONS	TEACHING MATERIALS
The appointments should harmonize with the environment and express the personality of the hostess.	Supplementary Text McLean, Meal Planning and Service, Bennett
Setting a table is an expression of your personality, a picture to be enjoyed by your family and guests.	Other Materials Be My Guest Betty Crocker, General Mills
	Film Serving Meals Attractively (FS) McGraw-Hill

FOODS IV

Preparation for the Working World

Understanding the knowledge and skills needed to be a food service worker

I. Developing concepts of quantity food service

A. Visit hospital
B. Visit restaurant - cafeteria service, short order service, elaborate service
C. Visit school facilities
D. Visit nursing home
E. Visit children's home
F. Visit dairy
G. Visit catering service
H. Visit bakery

II. Understanding the principles involved in the preparation of food

A. Meat
   1. Storage
   2. Cuts
   3. Methods
   4. Principles of cookery
   5. Garnishing
   6. Carving
   7. Serving

B. Vegetables
   1. Storage
   2. Preparation
   3. Principles of cookery
   4. Serving

C. Salads
   1. Storage
   2. Preparation
   3. Principles of preparation
   4. Serving
   5. Salad dressings

D. Breads
   1. Storage
   2. Preparation
   3. Principles of baking
   4. Serving
   5. Spreads for breads
   6. Bread accompaniments

E. Desserts
   1. Types (pastries, puddings, custards, cakes)
   2. Preparation
   3. Principles
   4. Serving

F. Beverages
   1. Types
   2. Preparation
   3. Serving

III. Gaining skill in serving food as a waiter or waitress

A. Table setting
B. Host and hostessing
C. Methods of service
D. Coordinating color

FOODS IV

Preparation for the Working World

Understanding the knowledge and skills
needed to be a food service worker, continued

IV. Acquiring skill in preparation of meals for groups

Prepare meals for groups such as -
Secondary Parents Council and/or Home Economics Parents Council
Secondary and/or Elementary Principals
PTA Groups
Faculty meetings or
Holiday entertainment

V. Understanding of the care of counter tops, cupboards, and food storage containers.

VI. Understanding sanitary regulations and safety measures

RESOURCE PEOPLE

... Indiana Restaurant Association
... School Food Service
... Equipment company representatives
... Indiana State Board of Health

TEACHING AIDS

U.S. Office of Education, Food Service Worker, Supt. of Documents
Dukas, Peter, Lundberg, Donald E., How to Operate a Restaurant, Ahrens Publishing Company, Inc., New York, New York 1960
Illinois Teacher of Home Economics, 334 Gregory Hall, Urbana, Illinois
Institutions Magazine, 1801 Prairie Avenue, Chicago, Illinois 60616
American Dry Milk Institute, Inc., Nonfat Dry Milk in Quantity Food Preparation for Groups of 25 or Less, Handbook No. 706
Southern Illinois University, Carbondale, Illinois, Home Economics Education. Workshop for the Preparation of Home Economics Teachers to Teach Wage-Earning Programs in Food Service

Films

Helping Hands for Julie, 16 mm., Association Films, Free
The Story of Distributive Education, 16 mm., Association Films, Free
Knowledge and Skills, 16 mm., Association Films, Free
Skill Counts at the Sandwich Counter, Wheat Flour Institute

R E C I P E S

BREADS

Herb Biscuits

2 cups sifted all-purpose flour
3 teaspoons baking powder
1 teaspoon salt
1 teaspoon poppy seed
1/2 teaspoon thyme
1/2 cup shortening
3/4 cup milk

Sift flour, baking powder, and salt into mixing bowl. Add poppy seed and thyme. Cut in shortening until mixture is as fine as meal. Add milk and mix with fork to make soft dough; knead lightly on floured pastry cloth 20 seconds. Roll to 1/2" thickness. Cut with floured biscuit cutter of desired size and place on cookie sheet. Bake at 425° F. , 12-15 minutes or until biscuits are brown.

Makes 6 to 8 servings.

Hidden Jam Muffins

2 cups all-purpose flour, sifted
1/3 cup dry milk - (in dry form)
1/4 cup sugar
4 teaspoons baking powder
1 teaspoon salt
1/4 cup shortening, melted, or vegetable oil
1 egg
1 cup water
1/4 cup jam (your favorite flavor)
1/4 cup sugar
1/2 teaspoon cinnamon

Sift the flour, milk (dry), sugar, baking powder, and salt into a 1 1/2 quart bowl. Add melted shortening, egg, and water all at once and mix quickly but well. Spoon half of the batter into 12 greased muffin cups, filling each cup about 1/3 full. Drop about a teaspoon of jam into center of each. Spoon rest of batter into cups. Sprinkle over tops a mixture of 1/4 cup sugar and cinnamon. Bake near center of a 400° oven for 20 or 25 minutes, or until brown.

Onion-Cheese Bread

1/2 cup onions, finely cut
1 tablespoon hot shortening
1 1/2 cups biscuit mix
1/4 cup dry milk - (in dry form)
1 egg, slightly beaten
1/2 cup water
1/2 cup grated processed American cheese
2 teaspoons poppy seed
1 tablespoon melted butter or margarine
1/2 cup grated processed American cheese

Cook the onions in the hot shortening until tender. Mix biscuit mix, dry milk, in a 1 1/2-quart mixing bowl. Add egg, water, and 1/2 cup of cheese to dry ingredients with cooked onion. Mix well. Spread mixture in a greased 8-inch round baking pan. Top with second 1/2 cup cheese, poppy seed, and melted butter or margarine. Bake near the center of a 450° oven (for glass baking pan, set at 400°) 20 minutes, or until top is golden brown. Cut into wedges and serve hot. Makes 4-6 servings.

R E C I P E S

BREADS, continued

Cheddar Bran Muffins

1 1/4 cups buttermilk or sour milk
1 cup whole bran
1/4 cup shortening
1/3 cup sugar
1 egg
1 1/2 cups sifted all-purpose flour
1 1/2 teaspoons baking powder
1/2 teaspoon salt
1/4 teaspoon soda
1 cup sharp Cheddar cheese, shredded

Pour buttermilk or sour milk over bran in small bowl; let stand till softened. Meanwhile cream shortening and sugar till light and fluffy. Beat in egg. Sift together flour, baking powder, salt, and soda. Add to creamed mixture alternately with milk-bran mixture. Stir in shredded cheese. Fill greased muffin pans 2/3 full. Bake in hot oven 400° about 30 minutes. Serve warm. Makes 12 muffins.

DESSERTS

Lemon Cloud Cake

1 package white cake mix
2/3 cup dry milk - (in dry form)
2 tablespoons cornstarch
1/2 cup sugar
1 1/4 cups water
3 egg yolks, slightly beaten
1 tablespoon grated lemon rind
1/4 cup lemon juice
2 tablespoons soft butter or margarine
1 package seven-minute frosting mix (white)
1 cup finely cut coconut

Bake cake mix as package directs in two 8-inch round layers. Let cool 10 minutes, then take from pans and cool thoroughly. Mix well in a 2-quart saucepan the dry milk, cornstarch, and sugar. Stir in gradually until smooth a mixture of the water and slightly beaten egg yolks. Cook and stir over medium heat until mixture thickens. Cook and stir over low heat 1 minute more, or until very thick. Remove from heat. Add lemon rind, lemon juice, and butter or margarine. Cool thoroughly. Spread about half of filling on one layer of the cake. Place second layer on top. Spread rest of filling on top layer of cake, to within 1/2 inch of edge. Prepare seven minute frosting as directed on package. Spread frosting on sides and top edge of cake. Sprinkle coconut over frosting.

Pumpkin Cake

1 package spice cake mix
2 eggs
Water, as stated below
3/4 cup canned pumpkin
3/4 cup finely chopped nuts
1/4 cup finely chopped dates

Place cake mix in large mixing bowl; add eggs. Add 1/4 cup less water than called for on package. Add pumpkin and mix as directed. Stir in nuts and dates. Pour into greased 2-quart ring mold or tube pan. Bake at 350° F. (moderate) oven 40-45 minutes. When cool drizzel with standard lemon-sugar glaze, if you like.

DESSERTS, continued

Pineapple Pecan Pudding

1 1-pound 4 1/2 oz. can (2 1/2 cups) pineapple tidbits
1 1/2 cups packaged biscuit mix
1/2 cup chopped pecans
1/3 cup milk
1/2 cup brown sugar
2 tablespoons butter or margarine
Dash of nutmeg
Dash of cinnamon

Drain pineapple, reserving syrup. Combine biscuit mix, pineapple tidbits, and pecans; stir in milk; spread in greased 10x6x1½ inch baking dish. Add water to pineapple syrup to make 1 1/2 cups; combine with remaining ingredients in saucepan; bring to boiling. Pour evenly over batter. Bake at 375° for 35-40 minutes. Serve warm with cream. Makes 6 to 8 servings.

Chocolate Potato Cake

1/2 cup shortening
1 cup sugar
2 eggs
2 squares chocolate, melted
1/2 cup mashed potatoes
1/2 cup milk
1 cup flour
2 teaspoons baking powder
1/2 teaspoon each cinnamon, cloves, nutmeg
1/2 cup walnuts, chopped

Cream shortening and sugar. Add eggs, one at a time, beating after each addition. Blend in melted chocolate and warm mashed potatoes gradually. Sift flour with dry ingredients and add alternately with milk to make a smooth batter. Add chopped nuts, pour into well greased loaf pan and bake in a 350° oven, 50-60 minutes.

R E C I P E S

FOREIGN COOKERY

Spain — Arroz Con Polo (Chicken with Rice)

1/2 cup Italian salad dressing
1 3-pound chicken, cut into serving pieces
1/4 cup cooking oil
1/2 cup onion, chopped
1 green pepper, chopped
3 tomatoes, diced
2 cups chicken broth
1 cup uncooked rice
1/4 teaspoon cayenne pepper
2 teaspoons salt
Pinch of saffron
3/4 cup cooked green peas
1 pimiento, cut into strips

Marinate chicken in dressing one hour at room temperature, dry on absorbent paper. In heavy skillet or Dutch oven, heat oil and brown chicken, remove. Add onion and green pepper and saute until onion is golden. Return chicken to skillet, add remaining marinade, tomatoes, and broth, bring to boil. Stir in rice and seasoning. Cover and simmer over low heat until chicken and rice are tender and liquid is absorbed, 30 to 40 minutes. Serve garnished with peas and pimiento strips. Makes 4-6 servings.

Switzerland — Swiss Pie

4 cups bread cubes, toasted
2 medium tomatoes, peeled and sliced
2 tablespoons Italian salad dressing
Salt and pepper
2 cups grated Swiss cheese
2 eggs
1/2 teaspoon salt
1/4 teaspoon paprika
1/4 teaspoon dry mustard
1/8 teaspoon pepper
1 1/2 cups milk

Place bread cubes in bottom of shallow 1½ quart casserole. Cover with tomato slices, season with dressing, salt and pepper. Sprinkle tomatoes with the Swiss cheese. In small mixing bowl, beat eggs and add remaining ingredients. Pour over cheese. Bake in a moderate oven, 350° F.,35 to 40 minutes until fluffy and brown. Serves 4-6.

Japan — Ju Har-Kow (Fried Shrimp)

1 pound deveined, shelled, large raw shrimp
1/3 cup French salad dressing
2 eggs, beaten
1/4 cup flour
1/2 teaspoon salt
1/8 teaspoon pepper
1/2 cup cooking oil

Marinate shrimp in dressing 1-2 hours. Dry shrimp on absorbent paper, reserve marinade. Combine egg, flour, salt and pepper. Add shrimp and coat well. Heat oil in heavy skillet, then carefully add remaining marinade. Lift shrimp, one by one, from batter; drop into oil; saute until golden, 5-7 minutes. Drain on towels. Remove to heated dish, pour over sauce and serve with hot fluffy rice. Serves 3-4.

Sauce: Using 2 tablespoons left-over oil, saute 1/2 cup chopped onions until golden. Combine 1 tablespoon cornstarch, 1 teaspoon soy sauce and 3/4 cup chicken broth. Cook with onions, stirring until just thickened.

FOREIGN COOKERY, continued

China Sweet-Sour Pork

2 tablespoons shortening
1 1/2 pounds pork, sliced in thin strips
1 1-pound can pineapple tidbits
1/2 cup Russian salad dressing
3/4 cup water
2 tablespoons cornstarch
1 tablespoon soy sauce
1 teaspoon vinegar
3/4 cup thinly sliced green peppers
1/2 cup thinly sliced onions

In a large skillet heat shortening and saute meat until golden brown. Drain pineapple, reserving syrup. Combine Russian dressing, water, cornstarch, soy sauce, vinegar and 3/4 to 1 cup pineapple syrup. Pour over meat and stir until thickened (about two minutes.) Cover and simmer over low heat 1 hour, or until meat is fork tender. Add green peppers, onions, and pineapple tidbits. Cook 2 to 4 minutes. Serve with hot cooked rice. Makes 4 servings.

NOTE: The meat may be cooked the day before. About 15 minutes before serving time heat meat mixture and add green peppers, onions, and pineapple chunks.

Italy Spaghetti and Meat Balls with Italian Dressing

1 pound ground chuck
1/4 cup Italian salad dressing
1 egg, beaten
2 slices bread, soaked in 1/4 cup water and squeezed out
1/2 teaspoon salt
1/8 teaspoon pepper
2 tablespoons olive oil

In a small mixing bowl, combine ingredients except oil and shape into meat balls about 1-inch in diameter. Handle meat lightly so meat balls will not be hard and dry. In skillet, heat oil and brown meat balls, then remove. Prepare sauce. Return meat balls to sauce. Cover and simmer 30 minutes. Makes 4 to 6 servings.

To make sauce:

1 1/2 cups water
1 package onion soup mix
1 6-ounce can tomato paste
1 8-ounce can tomato sauce
1/8 teaspoon pepper
1 teaspoon sugar
1 teaspoon oregano or basil

Combine ingredients in skillet, stir and follow directions above.

To serve:

Place hot boiled spaghetti on warm platter or on individual plates. Surround with meat balls. Pour sauce over all. Serve with Parmesan Cheese.

R E C I P E S

MEATS AND POULTRY

Jambalaya

Sausage, 1 pound ready-to-eat OR
Hamburger, browned in shortening OR
Beef pieces, leftover
1/2 cup green beans
1/4 cup quick rice
1 cup tomatoes
Salt
1/4 cup cheese

Place green beans in skillet. Add rice and cover with tomatoes. Cover and cook 20 minutes. Place sausage on top. Add cheese. Heat 5-10 minutes. Serve hot.
6 to 8 servings

15-Minute Beef Stroganoff

1 pound round steak (cut in strips)
2/3 cup water
2/3 cup mushrooms
1 envelope onion soup mix
1 cup sour cream
2 tablespoons flour
3 cups buttered noodles

Brown meat, add water and mushrooms (with liquid), soup and heat to boiling. Blend in sour cream and flour. Cook until thickened. Serve over noodles. 5-6 servings.

Ham Ring with Cherry Sauce

1 pound ground uncooked smoked ham
1 pound ground fresh pork
2 beaten eggs
1 1/2 cups wheat flakes
1/2 cup milk
1/4 cup brown sugar
1 teaspoon prepared mustard
1/4 teaspoon cloves

Combine first 5 ingredients. Mix well; pat into a lightly greased 1 1/2 quart mold or 8½x4½x2½-inch loaf pan. Combine remaining ingredients; spread on top. Bake in moderate oven (350°) 1 hour for ring mold, 1 1/2 hours for loaf pan. Drain. Invert on platter. Serve with Hot Cherry Sauce. Makes 6 servings.

Hot Cherry Sauce

Drain 1 No. 2 can (2½ cups) red, tart, pitted cherries, reserving liquid. Mix 1/2 cup sugar, 2 tablespoons cornstarch, and 1/4 teaspoon cloves. Gradually stir in cherry liquid. Cook, stirring constantly, till mixture boils and is thick. Add 1/4 teaspoon red food coloring and the cherries.

MEATS AND POULTRY, continued

French Fried Liver

Cut liver in strips. Marinate in French dressing 1/2 hour. Drain. Dip in beaten egg, then in crumbs. Fry at 360° till brown. Drain on paper.

Other pork recipes

Can broil bacon with liver. 3 minutes on each side.

Brown liver.

Marzetti

1/2 pound hamburger
2 tablespoons chopped onion
2 cups tomatoes or tomato juice
1/3 package noodles
1 can mushroom, sliced
3 slices cheese
Seasoning

Brown hamburger and onion, add tomato juice and noodles. Cook 30 minutes. Add mushrooms, stir well. Place cheese on top and allow to melt.

Quick Egg-Noodle Lasagne

1 pound wide noodles
2 tablespoons cooking oil
1 pound ground beef
2 teaspoons monosodium glutamate
1 pound creamed cottage cheese
3 10½-ounce cans spaghetti sauce with mushrooms
4 tablespoons grated Parmesan cheese

Prepare noodles as directed on the package. Sprinkle monosodium glutamate on beef, then brown in oil. In a 2-quart casserole, layer beef and noodles with remaining ingredients. Top with tomato sauce and grated cheese. Bake in 375° F. oven for 20 minutes. Serve hot with additional grated cheese

Simple Simon Chicken

1 package (6 ounces) cheese crackers, crushed fine
2 teaspoons seasoned salt
1/2 cup salad oil
2 broiler-fryers (about 3 pounds each) cut into serving-size pieces

Place cracker crumbs in a pie plate; stir in seasoned salt. Pour salad oil into a second pie plate. Dip chicken pieces into salad oil, then into crumbs to coat well. Place in a single layer in an ungreased large shallow pan. Bake in a moderate oven, 375° F., 1 hour or until tender and golden-brown. Serve warm or cold. Serves 6.

R E C I P E S

VEGETABLES

California Carrots

1 package (1 pound) carrots
1 cup golden raisins
1 cup water
1 teaspoon salt
1/4 cup firmly packed brown sugar
4 tablespoons (1/2 stick) butter or margarine
2 tablespoons lemon juice

Pare carrots; cut diagonally in thin slices. Combine with raisins, water and salt in a medium-size heavy saucepan; cover. Heat to boiling, then simmer 30 minutes, or until carrots are tender; drain. Sprinkle with brown sugar; add butter or margarine and lemon juice. Heat slowly until butter or margarine melts, then cook, stirring often, 10 minutes, or until carrots are richly glazed.

Fiesta Limas

2 packages frozen limas
1 cup sliced celery
2 tablespoons butter
2 tablespoons flour
1 cup milk
1/2 teaspoon salt
1/2 cup sharp cheese, diced
1 tablespoon pimiento, diced

Cook limas and celery in unsalted water. Make white sauce. Then add pimiento and cheese. Mix in hot limas and celery. Makes 6 servings.

Broiled Crisscross Tomatoes

1 tablespoon brown sugar
1 tablespoon prepared mustard
Salt
6 tomatoes
12 bacon slices

Blend sugar, mustard, and salt. Make vertical cut down center of tomatoes, 2/3 of the way through. Spread cut with blended mixture. Crisscross 2 slices of bacon. Place tomato on top of bacon and bring bacon to top. Secure with tooth picks. Broil 15 minutes. Turn once. Serve topped with parsley. Serves 6.

New Appeal in Corn

2 cups canned, whole kernel corn
4 slices crisp, crumbled bacon
1/4 cup grated onion
1/2 cup chopped green pepper
1/2 teaspoon chili powder
Salt and pepper to taste

Simmer gently five minutes and serve hot.

VEGETABLES, continued

Green Beans with Cheese Sauce

1 10-oz. package frozen green beans
1 4-oz. can mushrooms
1 tablespoon butter
1 3-oz. package cream cheese
1 tablespoon cream
3/4 teaspoon celery seed
1/4 teaspoon salt

Cook green beans. Drain. Heat mushrooms in butter. Soften cheese, add cream, celery seed, and salt. Spoon sauce over green beans. Garnish with the mushrooms. Makes 4 servings.

Sweet-Sour Green Beans

1 pound green beans
1 teaspoon salt
1/2 onion, sliced
1 tablespoon butter
1 tablespoon vinegar
1 tablespoon sugar
1/2 teaspoon salt
Dash of pepper
3 strips crisp bacon

Cut ends from beans. Cut into 1-inch pieces. Boil uncovered in 1-inch salted water for 5 minutes. Cover and simmer until crisp tender, about 12 minutes. Drain. Saute onion rings in butter until tender. Mix in vinegar, sugar, salt and pepper. When hot, pour over beans and toss. Crumble bacon over top. Serves 6.

Potato Salad Pie

6 medium-size potatoes, pared and quartered
1 cup cream for whipping
1 hard-cooked egg, shelled and chopped
2 green onions, chopped
1 small green pepper, seeded and chopped
1/3 cup cider vinegar
1 egg, slightly beaten
2 teaspoons sugar
2 teaspoons salt
2 teaspoons dry mustard
Dash of pepper
1/2 cup chopped parsley

Cook potatoes in boiling salted water in a large saucepan 20 minutes, or until tender; drain. Mash, then beat in 1/2 cup of the cream; stir in hard-cooked egg, green onions, and green pepper. (Set remaining cream aside for next step.) Combine sugar, salt, mustard, and pepper in the top of a small double boiler; stir in vinegar and beaten egg. Cook, stirring constantly, over simmering water 5 minutes, or until thick; remove from heat. Blend in remaining 1/2 cup cream. Spread enough of the dressing over bottom and sides of an 8-inch pie pan to coat well; sprinkle with chopped parsley. Fold remaining dressing into mashed-potato mixture, then spoon into prepared pie pan. Chill several hours to season and blend flavors. To serve, cut into wedges.

S O U R C E S

TEXTS

Bennett Co., Inc., Charles A., 303 Duroc Building, Peoria, Illinois 61602
General Foods, 250 North Street, White Plains, New York 10602
General Mills, 9200 Wayzata Boulevard, Minneapolis, Minnesota 55440
Ginn and Company, 205 West Wacker Drive, Chicago, Illinois 60605
Heath and Company, D. C., 1815 Prairie Avenue, Chicago, Illinois 60616
Lippincott Co., J.B., 333 West Lake Street, Chicago, Illinois 60606
Macmillan Company, 434 West Lake Street, Chicago, Illinois 60605
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632
University of Chicago Press, 11030 S. Langly, Chicago, Illinois
U.S. Office of Education, U.S. Govt. Printing Office, Washington, D. C. 20402
Webster-McGraw-Hill, Webster Division, McGraw-Hill Book Co., 1154 Recco Avenue, St. Louis, Missouri 63126

OTHER MATERIALS

Abbott Laboratories, Inc., 14 & Sheridan, North Chicago, Illinois
Adolph's Service Department, Jeannette Frank, Adolph's Ltd., P.O. Box 828, Burbank, Calif.
American Dry Milk Institute, Inc., 130 N. Franklin, Chicago, Illinois
American Fruit Growers Assn., 333 N. Michigan Ave., Chicago, OR Los Angeles, California
American Home Economics Association, 1200 20th Street, N.W., Washington, D. C. 20009
American Institute of Baking, 400 East Ontario, Chicago, Illinois
American Meat Institute, 59 E. Van Buren, Chicago, Illinois
American Vet Medical Assn., 600 S. Michigan Ave., Chicago, Illinois 60605
Ann Pillsbury, The Pillsbury Co., Dept. 112, Box 1532, Minneapolis, Minn. 55460
Armour & Company, Grocery Store Products, Consumer Service Dept., 100 South Wacker Drive, Chicago, Illinois 60680
Ball Brothers Company, Muncie, Indiana
Best Foods, Division of Corn Products Co., 10 East 56th St., New York, N.Y. 10022
Better Homes and Gardens Cookbook, Children's Press, Inc., 1224 W. Van Buren St., Chicago, Illinois 60607
Better Homes and Gardens Magazine, 1716 Locust Street, Des Moines, Iowa 50303
Betty Crocker (See General Mills)
Blue Bonnet Fortified Margarine (See Standard Brands, Inc.)
Bureau of Fisheries, U.S. Dept. of Interior, Washington, D.C. 20025
Burgess Publishing Company, 426 South Sixth Street, Minneapolis 15, Minnesota
Campbell Soup Company, Carolyn Campbell, Home Economics Department, Camden, New Jersey
Cereal Institute, Inc., 135 South LaSalle St., Chicago, Ill. 60603 /08101
City of Detroit, Office of Civil Defense, 900 Merrill Plaisance, Palmer Park, Detroit 3,
Co-Ed Magazine, 902 Sylvan Avenue, Englewood Cliffs, New Jersey /Michigan
Confectionery Institute, 36 South Chicago Avenue, Chicago,Illinois 60603
Consumer Service, Oscar Mayer & Co., Ellen Edwards, Madison, Wisconsin 53701
Coppes, Inc., Nappanee, Indiana
Corn Products Company (Jane Ashley), 10 East 56th Street, New York, New York
Division Corn Products (See Jane Ashley above OR below)
Drexel Institute, College of Home Economics, Drexel Institute, Philadelphia, Pa.
4-H Club Baking, Purdue Extension Building, Purdue University, Lafayette, Indiana
Forecast - Practical FORECAST for Home Economics, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
Frigidaire Division, General Motors Corporation, Dayton, Ohio
General Foods Kitchens, Box L, St. Paul, Minnesota 55104 OR 250 North Street, White Plains New York 10602
General Mills (Betty Crocker) General Mills, Inc., 9200 Wayzata Boulevard, Minneapolis, Minnesota 55440

Good Housekeeping Cook Book, Harcourt, Brace & World, Inc. 7555 Caldwell Ave., Chicago, Illinois 60648
Gorham Silversmiths, 111 N. Wabash, Chicago, Illinois
Hot Roll Baking Book, P.O. Box 369, Minneapolis, Minnesota 55460
Household Finance Corp., Prudential Plaza, Dept. PH-963, Chicago, Illinois 60601
Institute for Better Living, American Motors Corp., Detroit, Michigan 32
Jane Ashley, Home Service Dept., Best Foods Division Corn Products Company, 10 East 56 St., New York, New York 10022
Knox Gelatine, Inc., Johnstown, New York (Educational Department)
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Libby, McNeil, Libby, 200 South Michigan Avenue, Chicago, Illinois
Manufacturing Chemists Association 1825 Connecticut Avenue N.W., Washington, D.C.
Martha Logan, Home Economist, Box 2021, Swift and Co., Chicago, Illinois 60609
Mayer, Oscar & Co., Ellen Edwards, Consumer Services, Madison, Wisconsin 53701
Menu Maker & Party Planner, Kernersville, North Carolina Sparks, Hedgecock, Elizabeth
Modern Chemists Association, Mfg. Chemists' Assn., Inc. 1825 Connecticut Avenue, N.W., Washington, D. C. 20209
National Canners Association, 1133 20th Street, N.W., Washington, D. C. 20036
National Dairy Council, 111 North Canal Street, Chicago, Illinois 606
National Dairy Products Corporation, 260 Madison Ave., New York, N.Y. 10016
National Live Stock and Meat Board, 36 South Wabash Avenue, Room 700, Chicago, Ill. 60603
Nestle Company, Inc., 100 Bloomingdale Road, White Plains, New York 106
Ohio University, Cooperative Extension, Agricultural Extension Service, Columbus, O. 43210
Oscar Mayer & Company (See Mayer above)
Pet Milk Company, Home Economics Department, Arcade Bldg., St. Louis, Missouri 63166
Pillsbury Company, Dept. 112, Box 1532, Minneapolis, Minnesota 55460
Pineapple Growers Assn., 215 Market Street, San Francisco, California 94105
Practical Forecast for Home Economics, 902 Sylvan Avenue, Englewood Cliffs, New Jersey /07632
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Public Affairs Pamphlets, 22 East 38th Street, New York, New York
Purdue University, Cooperative Extension Service, Lafayette, Indiana
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Seventeen Magazine, 320 Park Avenue, New York, N.Y. 10022
Seven Up Company, The, 6707 Broadway, Merrillville, Indiana
St. Charles Manufacturing Co., St. Charles, Illinois
Standard Brands, Inc., 625 Madison Avenue, New York, N.Y.
Sucryl (See Abbott Laboratories)
Supt. of Documents, U.S. Govt. Printing Office, Washington, D. C. 20402
Swift and Company, (See Marth Logan)
Towle, Newburyport, Massachussetts
Tuna Foundation, Tuna Research Foundation, Study Program, Suite 1100, 551 Fifth Ave., New York, N.Y. 10017
University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637
U.S.D.A., Agric. Service, Washington, D. C. 20425 OR Supt. of Documents, U.S. Govt. Printing Office, Washington, D. C. 20402
Wear-Ever Aluminum - Margaret Mitchell, Director of Home Economics, Wear-Ever Building New Kensington, Pa.
West Bend Company, Direct Sales Divison, West Bend, Wisconsin 53095
Wheat Flour Institute, 309 West Jackson Blvd, Chicago, Illinois 60606
Wish-Bone, Thomas J. Lipton, Inc., Englewood Cliffs, New Jersey
Your Cake's a Winner (See General Foods Kitchens)

FILMS and FILMSTRIPS

Alcoa Aluminum, Aluminum Company of America, 650 Alcoa Bldg., Pittsburgh, Pa. 15219
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American Meat Institute, 59 E. Van Buren, Chicago, Illinois
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Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois
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Modern Talking Picture Service, 45 Rockerfeller Plaza, New York, N.Y., 10020 OR 160 East Grand Avenue, Chicago, Illinois 606
Reynolds Wrap, Reynolds Metals Company, Richmond, Virginia 23218 OR 410 North Michigan Avenue, Chicago, Illinois
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Simmel-Merserey, Inc., 854 South Robinson Blvd., Los Angeles, California
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Swift and Company, Union Stock Yards, Chicago, Illinois 60609
Talking Pictures (See Modern Talking Pictures)
United World Films, Inc., 1145 Park Avenue, New York, N.Y.
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Webster McGraw-Hill, Webster Division, McGraw-Hill Book Co., 1154 Reco Avenue, St. Louis, Missouri 63126
Young America Films, Inc., 18 East Forty-first Street, New York, N.Y. 10017